DOCUMENT RESUME

ED 150 126 SP 012 162

AUTHOR De Pauw, Karen P.
TITLE E.S.C.A.P.E.: A Model for Teacher Training in Sensory-Motor Processes.
PUB DATE 78
NOTE 7p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Adapted Physical Education; *Exceptional Child Education; *Physical Education Facilities; Program Content; *Program Descriptions; *Teacher Education

ABSTRACT

E.S.C.A.P.E., the Educational Studies Center for Adapted Physical Education, provides opportunities for laboratory and clinical experience, theory development, and practicum involvement to undergraduate and graduate physical education majors at the California State University/Los Angeles. Operated in conjunction with the Department of Physical Education and Athletics, E.S.C.A.P.E. provides opportunities not only for physical education/adapted physical education majors, but also for those in such related fields as special education, speech pathology, and child development. Offerings include practicums, methods courses, field experiences, education for the severely handicapped and learning handicapped, internship programs, and student teaching facilities. (MJB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED150126

CALIFORNIA STATE UNIVERSITY • LOS ANGELES

5151 STATE UNIVERSITY DRIVE LOS ANGELES, CALIFORNIA 90032

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY Karen P. DePauw

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

E.S.C.A.P.E.: A Model for Teacher Training in Sensory-Motor Processes

by

Karen P. DePauw, M.S.
Assistant Professor, Department of Phys. Educ.
Clinic Director, E.S.C.A.P.E.
California State University, Los Angeles

As educators, we must be concerned for the education of exceptional individuals. As physical educators, we are additionally concerned about the instructional services and quality of physical education programs, adapted to the needs, capacities, and limitations of exceptional individuals.

For those of us in higher education, we have even a greater challenge and responsibility before us. We need to provide adequate learning experiences for the preparation of the future physical educators to meet the demands of PL94-142, Education of All Handicapped Act 1975, and the evolving needs of the exceptional individuals. The future physical educators are the generalist in physical education, who will service the mainstreamed population, and the specialist in adapted physical education.

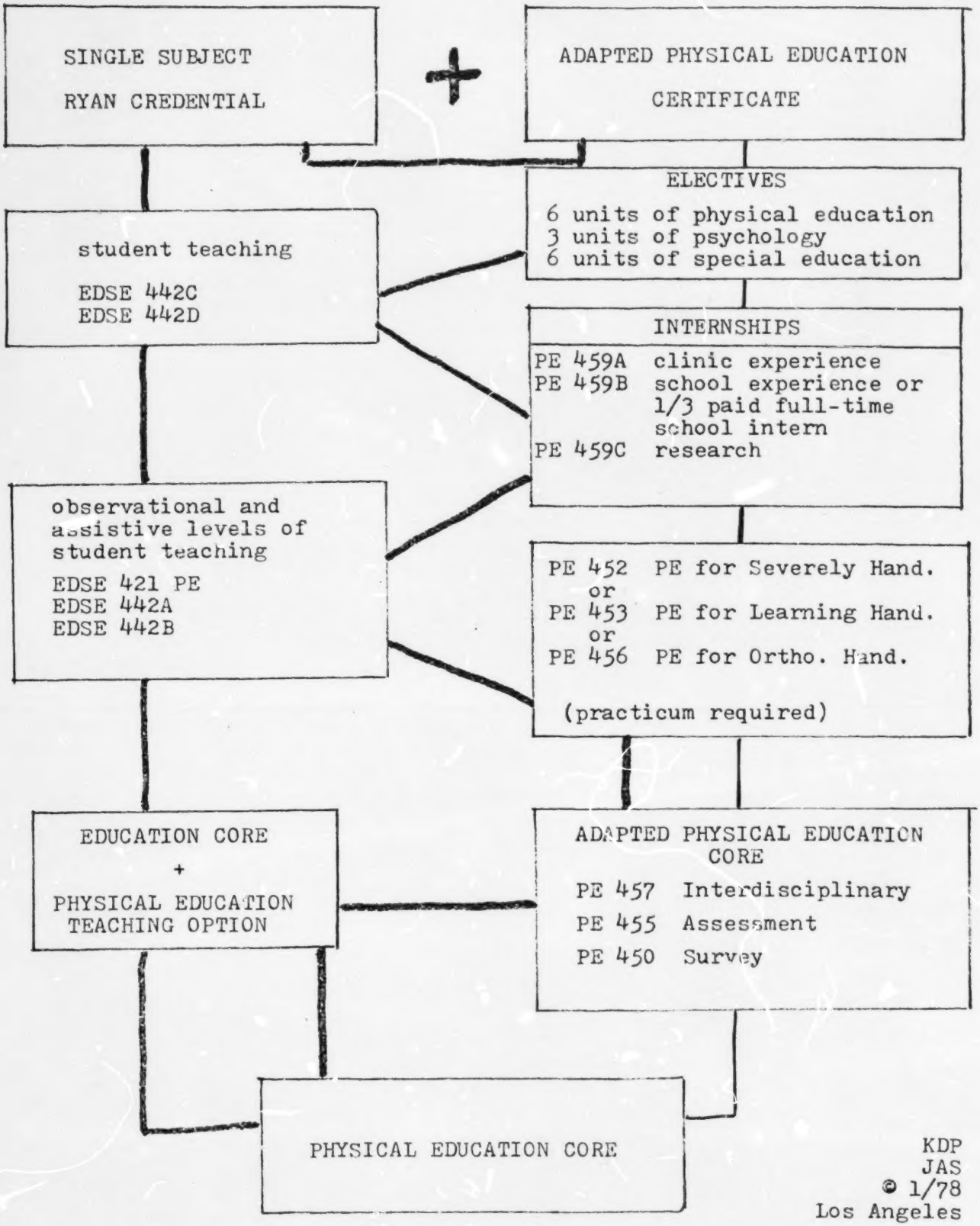
At the college and university level, learning is primarily structured in 2 ways: The lecture and laboratory; the theory and practice; the in-class time and the field experience. Both types of learning are necessary to adequately prepare physical educators, the generalist and specialist. Without adequate field experience, the new teacher may struggle with and through unnecessary experiences, which practicum could have prevented. It is widely accepted that field experiences are necessary in the training of physical educators, especially the adapted physical education specialist. School settings and clinics are appropriate placements for field work.

At California State University, Los Angeles, we are fortunate to have a laboratory in conjunction with the Department of Physical Education and Athletics, known as the Educational Studies Center for Adapted Physical Education, commonly referred to as E.S.C.A.P.E. The E.S.C.A.P.E. lab and clinic provides one structure through which meaningful learning experiences for the undergraduate and graduate student are interwoven with the actual course work.

CSULA currently offers a specialization in Adapted Physical Education, leading to a certificate of completion. This is a 36-unit specialization which can be taken at either the undergraduate or graduate levels. Within the year, CSULA will have an option in Adapted Physical Education within the Master of Arts degree. This specialization can be completed concurrently with a teaching credential. The following diagram identifies components of the specialization and teacher preparation in Adapted Physical Education.

SP012 162

CALIFORNIA STATE UNIVERSITY,
LOS ANGELES
Department of Physical Education and Athletics



KDP
JAS
© 1/78
Los Angeles

ESCAPE plays an important role in professional preparation. The Educational Studies Center for Adapted Physical Education has 3 main purposes: 1. To provide a movement therapy program for children with movement problems, 2. To provide encouragement and learning experiences for students wishing to specialize in physical education for the exceptional child, and 3. To provide opportunities for graduate students and faculty to study the movement of the exceptional child through research.

The movement therapy program is intended for children with poor motor coordination, perceptual-motor deficits, sensory motor dysfunctions, and other movement problems. Each child is given a thorough assessment of perceptual-motor and sensory motor functioning. If the diagnostic process determines the need for movement therapy, the child is then enrolled in the program, individualized to the specific needs of the client, which may consist of perceptual-motor, sensory integration, and fundamental movement activities.

ESCAPE, as a clinic on campus, provides for many levels of experiences such as: 1. observer, 2. practicum student, 3. intern, 4. clinician and 5. researcher. These opportunities are available to and utilized by those in related fields such as special education, speech pathology and child development.

As mentioned earlier, the ESCAPE laboratory experiences fit into the Adapted Physical Education specialization. The first level of experience is the observer. This observation experience is included in the "Dimensions of Physical Education" course, the introductory course for physical education majors. At a lecture presentation, these students learn that adapted physical education is a "diversified program of developmental activities, games, rhythms, sports (and aquatics) suited to the needs, capacities, and limitations of individuals who can not safely or successfully participate in general physical education" (AAHPER, 1952). The students are exposed to the categories of exceptionality and are required to make an observation at ESCAPE. This observation serves to promote an awareness of the exceptional population and an awareness of the field of adapted physical education. This is the first step in teacher training.

The practicum level of experience is varied and is dependent upon and interwoven with the courses in adapted physical education. The beginning student (PE 450) is required to spend 20 hours in practicum. Students who opt for the ESCAPE experience, observe, assist, plan, and implement activities for the clients. The emphasis is placed upon sensory motor experiences. A student project is required and some projects are home made equipment and must stress sensory and motor experiences.

Three methods courses, specific to disability groups, are offered with additional field experiences. Two of the three courses (PE 452, Physical Education for Severely Handicapped and PE 453, Physical Education for Learning Handicapped) each require 40 hours of practicum which can be done at ESCAPE when placed with appropriate clients.

The PE 452 (Severely Handicapped) experience provides the opportunity to observe, assist and write lesson plans for autistic, severely emotional disturbed, multiply handicapped, and trainable mentally retarded clients. Required at this level is the task analysis... so very important at this level. It is extremely challenging to break down a simple task into components that these children can manage. Individualized educational plans (IEP's) are written to help the student better understand the teaching process and plan effectively.

The "Physical Education for Learning Handicapped" course deals with the learning disabled, Aphasic, educationally handicapped educable mentally retarded, and those unlabelled but having difficulties in regular school. Here, through ESCAPE, the students are challenged to increase their observational skills and learn about behavior management. Time is devoted to the various perceptual-motor theorists and the opportunity is provided to apply theories at ESCAPE. The activities for the clients at this level would include those stressing visual perception, processing of language, perceptual-motor, bilateral integration, etc. in conjunction with movement. This course emphasizes the case study method of reporting.

With the impact of PL94-142, a course such as PE 455 "Motor Assessment for Exceptional Individual" becomes necessary. This course allows for the opportunity to study at least 12 assessment instruments and an implement at least 3: one for motor ability, one for perceptual-motor, and one of their own choosing. ESCAPE provides the clients which the students can assess for their practicum. The instruments studied include: Purdue Perceptual-Motor Survey, Cratty 6-category Gross Motor Test, Lincoln-Oseratsky, physical fitness test, reflex testing, Southern California Sensory Integration Test, and motor development profiles.

Another important aspect of teacher training in compliance with PL94-142 is learning the roles of the various professionals who deal with exceptional individuals and the cross disciplinary communication needed. The course PE 457, "Interdisciplinary Approach" provides for experiences in observation, interaction, and participation in cross-disciplinary teams. ESCAPE provides the opportunity for actual experience with the professionals in related disciplines and parents. The objectives of the team meetings are to discuss placement and program planning, and evaluation of individualized program plans.

ESCAPE provides a clinical setting in which students can receive an in depth field experience with exceptional individuals dealing with the foundation and understanding of sensory-motor processes. The internship, PE 459A, requires that the interns work with their own clients. They are required to plan and implement appropriate treatment based upon initial evaluation. This includes writing IEP's (Individualized Educational Plans), keeping daily logs, and evaluating the IEP's, progress made, and recommendations for further programming. Quarter reports are written and reviewed with the parents. This internship is likened to a directed teaching experience. The intern is required to fill out a self-evaluation and also to be evaluated by the clinician and/or clinic director.

The other internship experiences 459B, C include specialized field experience in a school setting, similar to directed teaching, and research. The research can also be done at ESCAPE as well as another site. Research can provide for additional information for the field of adapted physical education.

Student Teaching, in adapted physical education, rounds out the teacher training preparation at the undergraduate or graduate level. Additional work is available through the Masters of Art degree in Adapted Physical Education. The graduate program places emphasis upon advanced theory, assessment, and implementation procedures in sensory-motor processes along with training in supervisorial and administrative responsibilities in adapted physical education. Two of the courses, "Concepts in Sensory-Motor Processes" and "Seminar in Sensory-Motor Processes" deal specifically with an indepth understanding of sensory-motor processes. For these courses, ESCAPE is used solely as the practicum site. ESCAPE provides the additional opportunity for students to become paid clinicians. An administrative internship is available at ESCAPE as well as in school settings. This internship stresses aspects such as: scheduling, staff relationships, communication, inservice training, teacher evaluation, program development, public relations, problem solving, and funding procedures.

The Educational Studies Center for Adapted Physical Education is one possible site for field experience. Because it is an on campus clinic, we can control for quality and consistency of experience. It provides for an indepth study and training with exceptional individuals. The students learn to truly individualize, analyze, and evaluate. With such experience, the teacher is better able to individualize within groups. The model subscribed to, also aids in the understanding of sensory-motor processes and the relationship to growth and development, improved perceptual-motor functioning, and enhanced learning. It improves observational ability of the students and increases the adaptibility and effectiveness of future physical educators.

The sensory-motor model, to which we subscribe, is developmental in nature with emphasis placed upon organization, and utilization of sensory information integrated with movement. It is based upon sequential and hierarchial sensory, motor, and neurological development.

Humans are sensory-motor beings. It is through our sensory systems that we interact with and learn from and about our environment. Learning is based upon the individual-environment interaction and the brain's ability to adequately process, assimilate and organize the information for use. Demands are placed upon the sensory and motor systems, for these are inseparable. Movement is important because it is through movement that we interact in our environment. Movement is one of the most powerful organizers of sensory information. But there must be control for quality of movement experiences, challenges for adaptive responses, and quality of feedback.

The sensory-motor model is a viable one. It requires that the student understand the sensory-motor processes which are the foundation for

learning, growth, and development. The students become better observers of motor behavior and learn to work with causes rather than symptoms of movement deficiencies, perceptual-motor dysfunction, and sensory-motor deficits. This emphasis enhances the students' ability to plan and implement all aspects of physical education for exceptional individuals.